

SEND and Student Services Information Evening: Welcome

1. Welcome: Meet the team
2. Mental Health- including platform for life and the Education mental health team
3. Starting well service
4. Inclusion centre
5. Quality First Teaching
6. Form Tutors & Pastoral
7. Working in Partnership: How Home Can Help
8. My Child has a Diagnosis: What Provision is Available?
9. I still have concerns... SEND Team
10. Key Messages



Meet the Team



Mrs K Appleby

Designated Safeguarding Lead
and Head of Student Services



Mrs K Henshall

Lead SENDCo



Ms P Peters

Deputy SENDCo



Meet the Team



Mrs S Macintosh

Deputy Designated Safeguarding
Lead



Mr S Webster

Deputy Designated Safeguarding Lead



Mrs R Holton

Deputy Designated Safeguarding
Lead



Pastoral Team- mentors



Mrs J Beyer

Pastoral Mentor & Trainee
Counsellor for KS3



Miss A Joynson

Pastoral Mentor for KS4



Mrs J Shannon

Pastoral Mentor for year 7



Miss L Staff

Pastoral
Mentor for Year
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Inclusion Centre



Ms A Kostadinova
SEND Specialist Teacher and
Interventions Lead



Ms H Lloyd
Inclusion Centre
Manager



Miss C McMillan
Teaching assistant in the
inclusion centre



Teaching Assistants

Karl Fishwick - Teaching Assistant and ELSA-trained

Ruth Pollard - Teaching Assistant

Sara Cox - Teaching Assistant- product design

Janet Moffat - Teaching Assistant

Val Deponeo - Teaching Assistant

Amanda Deponeo - Teaching Assistant

Leah Davies - Teaching Assistant

Silvane Weatherley - Teaching Assistant and Maths Specialist

Louise Wilcocks - Teaching Assistant

Joseph Pratt - Teaching Assistant

Ali Batuk - Teaching Assistant and Maths Specialist

Jolenta Mrozek - Teaching Assistant

Elisha Bryan- Teaching Assistant

Jodie Sandbach- Teaching Assistant

Rose Williams- Teaching Assistant

Susan Hayden- Teaching Assistant- Art and Graphics

Louise Thompson- English specialist teaching assistant

Jan Hancock- Maths specialist teaching assistant



Mental Health

Sources of support and how often we can access them

- Learning mentors (within school)
- ELSA- Emotional Literacy Support Assistant (within school)
- EMHT- Education Mental Health Team (NHS)
- Platform for Life (in school and out of school)
- Reflect- bereavement counselling (in school and out of school)
- Polaris- referral for counselling support
- CAMHS- Child and adolescent mental health services





Platform For Life

Platform for Life

Who we are.

We are a charity based in Blacon, Lache and Kingsway.

We provide free counselling, art therapy, play therapy and family support to children, young people and adults.

We work in schools and in the community.

Our work is not time limited and we work to meet the needs of each individual.

Counsellor in Blacon High one day a week.



Why Counselling?

- Struggling with feelings, thoughts, situations.
 - Worrying about things.
 - Finding it difficult to talk to family or friends.
 - Day to day life is affected by the way you are feeling
-
- Counselling provides a safe and confidential space for young people to talk through what they need to and make sense of the world around them. Sessions are offered in or outside of school.



Platform For Life



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Some reasons for counselling

- Anxiety, stress, self-esteem, confidence
- Family relationships or issues, loss or bereavement
- Abuse
- Loneliness or bullying
- Gender issues
- Peers or friendships, bullying
- Education
- Diagnosis / SEN



How to Refer

- Through school / staff
- Directly on our Website - online referral form
- For more information:

www.Platformforlife.org.uk



Feedback



- "This has been a really helpful safe space to talk. I haven't felt judged and I don't feel alone."
- "I could talk about things from my past and work out how to get over them."
- "I have been able to overcome something I thought I could never let go of."



Chester and Winsford Mental Health Support Team (MHST)

Service Introduction

Helping people to be
the best they can be



Cheshire and Wirral
Partnership
NHS Foundation Trust



Chester and Winsford Mental Health Support Team



Claire McDonald
Clinical Co-ordinator



Rebecca Pearce
Mental Health Practitioner



Samantha Parkes
Mental Health Practitioner



Sara Pugh
Mental Health Practitioner



Rachel Wood
Education Mental Health
Practitioner



Annette Ikin
Education Mental Health
Practitioner



Holly Messham
Education Mental Health
Practitioner



Matthew Wood
Children and Young Peoples
Wellbeing Practitioner

Mental Health Support Team

(MHST)

A government strategy to improve mental health support and accessibility for children and their families.

Working with parents/carers and directly with young people.

No cost to schools or families!

An evolving service for Chester and Winsford .

In addition to, not instead of, existing support from school.

Preventative, early help.

Working with school staff to improve the whole school approach to Mental Health.

Helping people to be
the best they can be

How To Access MHST...

Speak to school if you feel MHST may be able to support your child.

If appropriate, school may be able to make a referral into our service.

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Blacon High School

Link nurse- Vicky Mcphail

Starting Well Service

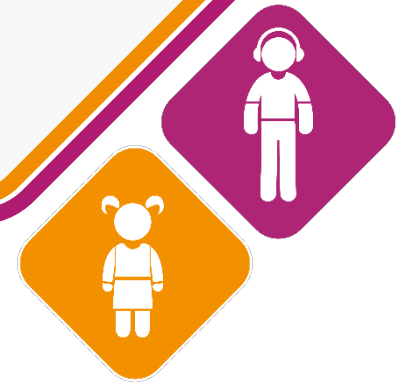
**Children's
Centre Offer and
Early Years
Groups**



**0 to 5
Healthy Child
Programme
And Family Nurse
Partnership**



**5 to 19
Healthy Child
Programme**



Starting Well Service



Support the Immunisation and Vaccination Programme
Vision and Hearing Screening
School Entry Assessment
National Child Measurement Programme
High School appointment day and drop in service
Safeguarding
Public Health Promotional Events
Youth Service Engagement
Digital Developments - CHAT HEALTH

Starting Well Service

High School and College Drop-in Sessions

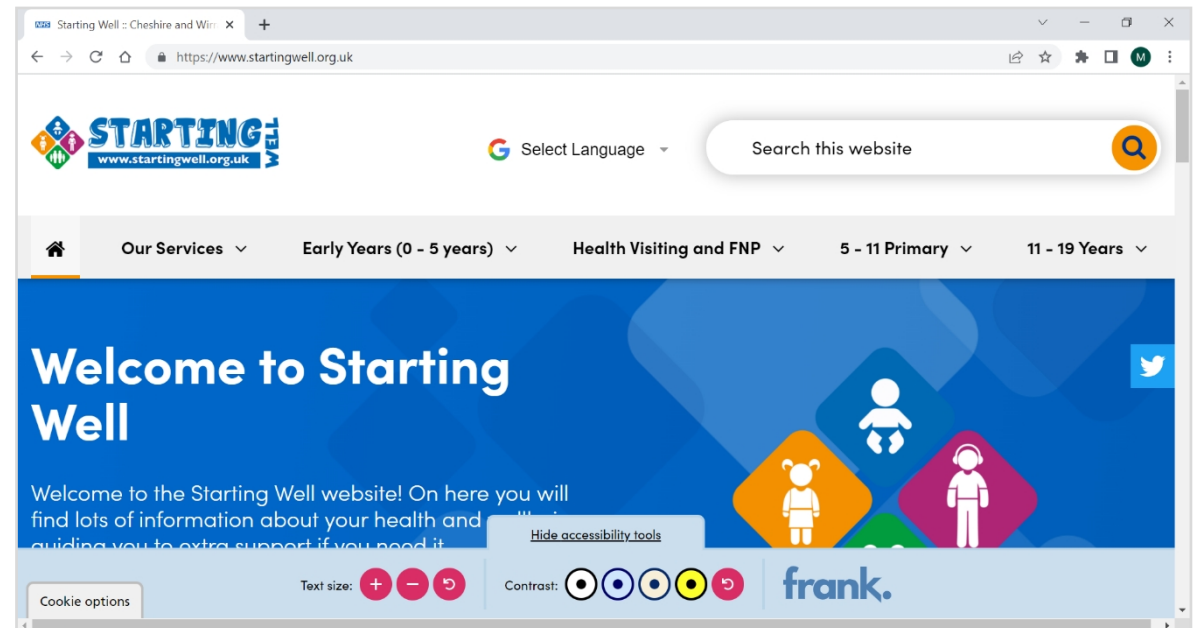


Starting Well Service

The Starting Well website was updated and provides useful information and resources to support Children and young people, including Parents and Carers.



**Starting Well
Website**



Visit us at www.startingwell.org.uk

Starting Well Service

Chat-Health was launched for young people and parents and carers. We have 2 individual text numbers:



Visit us at www.startingwell.org.uk/chat-health





STARTING WELL
www.startingwell.org.uk

Thank you for listening. Please keep up to date with the Starting Well Service by following

 @startingwellCWP

 Starting Well 0-19 Service
Cheshire West and Chester

Inclusion Centre

Purpose:

- Enhanced provision to support mainstream setting for **all students** with a range of needs
- Main space is to support the access to the mainstream curriculum
- Quiet Zone for reflection and regulation
- Safe Space
- Small classroom with specialist teaching and interventions – transient dependent on need
- Kitchen area for extra-curricular and therapeutic activities
- To support transition to **full-time mainstream classes**



Inclusion Centre - What exactly happens and why?

Evidence-Based Research

- Education is at the heart of every school
- Relationships are important for all
- Resilience is required at each stage of the journey
- Everyone moves at a different pace
- **Success is in Partnership**



**Adaptive
Teaching**



Pastoral Hub– Why and how this happens?

Purpose

- To support students' social, emotional and mental well-being to help them thrive both academically and personally
- Safeguard students
- Foster positive relationships
- Provide targeted support
- Offer a bridge to personal growth
- Improve resilience and mind-set



Social and Emotional Development



Pastoral Hub– Why and how this happens?

How

- **Progress Leaders and Pastoral Mentors Weekly Catch-Ups**
- **Climate for Learning Walks**
- **Scheduled appointments**
- **Drop-in sessions promoted**
- **Inclusion meetings**
- **Signposting – internal and external support**
- **Student Voice**



Quality First Teaching

Universal Support is support that is available to every student. A diagnosis and/or EHCP is not needed to gain support. We follow a **pupil centred process** which means we look at your child as an individual to determine necessary **support over time**. All students receive Universal Support in school, but sometimes children need more help. Additional support might be needed for a short period of time, or a longer period of time depending upon the reason.

Universal
Support

Getting
Help

Requires
More Help

Assessment
& Targeted
Support

EHCP
Process

We have systems in place to support every child in school with learning, behaviour, attendance and special educational needs and disability (SEND).



The Right Support at the Right Time



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Form Tutors & Pastoral

Universal
Support

Getting
Help

Requires
More Help

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Support

EHCP
Process

- **Quality First Teaching**
- The Full Curriculum
- Data & Tracking
- Behaviour Policy
- Reward Policy
- **Form Tutor**
- **Subject-based Intervention**

- One-Page Profile
- Reading Intervention
- Tailored Intervention
- Adaptive Teaching
- **Subject Support**
- **Pastoral Support**

Working in Partnership: How Home Can Help

Why Is Sleep Important for Teens? (Teens need 8-10 hours of sleep per night for their well-being.)

- **Lack of sleep affects memory, thinking and academic achievement.**
 - **Lack of sleep affects emotional health :** Sleep-deprived teens are more likely to report anxiety, depression, and suicidal thoughts and behaviours. Improving sleep in adolescents may play a role in preventing and managing these mental health conditions.
 - **Lack of sleep affects physical health and the immune system.**
 - **Lack of sleep affects decision-making and risky behaviour.**
- Neurodevelopmental disorders, such as ADHD and autism spectrum disorder, can make it harder for teens to sleep well. Lack of sleep may also contribute to more pronounced symptoms of these conditions.



How can I help with my child's sleep?

- **Good sleep hygiene, limited screen time, reduced caffeine, and a consistent sleep routine can help improve teen sleep quality.**
- Budgeting eight hours of sleep into your daily schedule and keeping that same schedule on both weekdays and weekends.
- Creating a consistent pre-bed routine to help with relaxation and falling asleep fast.
- Avoiding caffeine and energy drinks, especially in the afternoon and evening.
- Putting away electronic devices for at least a half-hour before bed and keeping them on silent mode to avoid checking them during the night.
- Keeping your bedroom cool, dark, and quiet.



My Child has a Diagnosis: What Provision is Available?

- Internal support in school and reasonable adjustments (one-page-profile)

External referrals:

- Autism team
- Speech and language team
- Occupational health referral
- School nurse
- Mental health
- Specialist teacher for hearing difficulties/ deafness
- Specialist teacher for visual impairment



I still have concerns... SEND Team

Universal
Support

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EHCP
Process

- **Reasonable Adjustments**
- Subject Action
- Pastoral Action
- **Blacon Pathway: Evidence Gathering**
- ELSA
- Platform for Life
- May be added to the SEND Register

- Inclusion Centre intervention
- Nurture Groups
- Working with outside agencies (NHS, Autism Team etc.)
- Top Up Funding
- Possibly (unfunded) TA/adult Support

- Substantially more support needed over 2+ terms/a year
- Wide range of evidence from school & other professionals that the student is not making progress

What is the SEND Register?

Universal
Support

Getting
Help

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EHCP
Process

Should my child be on the SEND Register?

The **Special Educational Needs and Disability** register is a list of students who require support **more than and in addition to what is usual for students over a sustained period of time.**



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Top Up Funding & EHCPs. Who and When?

Universal Support

Getting Help

Requires More Help

Assessment & Targeted Support

EHCP Process

Does my child need an EHCP?

An **Education Health Care Plan (EHCP)** is for students who **need substantially more support than is available through special educational needs support** in school. Often a child will arrive from Primary School with an EHCP as their needs are **substantial and long-lasting**. Top Up Funding is another route to funding.

Parents can trigger an EHC request themselves with the council.)



Universal
Support

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EHCP
Process

The Education Health Care Plan Process: This process is completed by the Local Authority




Learn more about this process in Cheshire:
www.livewell.cheshirewestandchester.gov.uk



What are Examination Access Arrangements?





- Adjustments to ensure students are not disadvantaged by a medical condition, disability or learning difficulty.
- Examples include: supervised rest breaks, use of a laptop for typing or reading support, extra time.
- Not about giving an unfair advantage – they 'level the playing field.'
-  Important: Having a condition does not automatically mean a child will receive access arrangements.
- There must be class-based evidence over time showing that reasonable adjustments are necessary.



Role of Parents



- If you feel your child may need support, please communicate with the SENDCo.
- If you haven't already, please provide relevant evidence (e.g. medical reports, diagnosis letters, or history of need).
- Early communication helps the school support your child properly.
-   Access arrangements are not put in place in Year 11. Evidence gathering starts in Year 7. Arrangements are firmed up from Year 9 onwards.



Key Messages

- First point of contact- Form tutors and subject teachers
- Quality first teaching
- Sleep is vital
- We have a range of mental health support in school or we can refer externally
- SEND register is monitored, and reviewed
- Inclusion Centre

If you have suggestions for future information sessions, please fill in the feedback form and place it in the box



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